



DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Assistant Secretary for Health
Office of Public Health and Science
Washington, DC 20201

May 12, 1999

Dear Colleague:

In response to your request, we have enclosed an application kit for the Adolescent Family Life (AFL) Demonstration Grant Program supported by the Office of Adolescent Pregnancy Programs (OAPP). This kit contains all necessary forms and information to complete the application for **AFL Demonstration Projects (ABSTINENCE EDUCATION)** as listed below.

The deadline for receipt of applications is **June 28, 1999**. Grant awards will be issued no later than September 30, 1999.

Please be sure to carefully read all the application materials in detail, as the kit contains many specific requirements which applicants must meet to be considered for funding. Applicants must submit an original application and two (2) copies.

To facilitate the processing of your application, please include in the lower left corner of your mailing envelope: **“ATTENTION - AFL DEMONSTRATION PROJECTS (ABSTINENCE EDUCATION).”**

You may contact the Grants Management Office at (301) 594-4012 or the OAPP Program Office at (301) 594-4004 if you need additional information.

We appreciate your interest in the Adolescent Family Life Program.

Sincerely yours,

/s/

Denese O. Shervington, M.D., M.P.H.
Deputy Assistant Secretary
for Population Affairs

Application Kit Enclosures:

- # 1 - Announcement of Availability of Grants for Adolescent Family Life Demonstration Projects
- # 2 - Title XX of the Public Health Service Act (legislation authorizing the program)
- # 3 - Questions and Answers Concerning the AFL Demonstration Grant Program
- # 4 - Program Narrative (General Guidance)
- # 5 - Additional Requirements
- # 6 - Assurances Required by Title XX, Public Health Service Act
- # 7 - State Single Point of Contact (SPOC) List
- # 8 - Sample Sliding Fee Scale
- # 9 - AFL Approved Curricula List
- # 10 - Application Checklist
- # 11 - Grant Application (Form PHS 5161-1 and Form 424)
- # 12 - Confirmation of Application Receipt

**Frequently Asked Questions and Answers Concerning
The Adolescent Family Life Demonstration Projects Grant Program
Abstinence Education Projects**

1. **Question:** Who administers the Adolescent Family Life (AFL) Demonstration Projects Grant Program?

Answer: The Office of Adolescent Pregnancy Programs (OAPP), Office of Population Affairs, Office of Public Health and Science, U.S. Department of Health and Human Services administers the program.

2. **Question:** What is an Adolescent Family Life Demonstration Project?

Answer: An Adolescent Family Life Demonstration Project is a project of limited duration designed to test the feasibility and effectiveness of a theory or approach consistent with the purposes of the legislation. Such demonstrations must be designed in such a way that they can be assessed or evaluated using standard field research methods and replicated in similar situations.

3. **Question:** Who is eligible to receive an OAPP demonstration grant?

Answer: Eligible grant recipients are limited to public or private nonprofit organizations or agencies which demonstrate to the satisfaction of the Secretary the capability of providing the appropriate services.

4. **Question:** May an individual submit a grant application?

Answer: Grants are awarded to organizations rather than individuals. A grant application may be submitted by an individual authorized to act/sign for an organization and to assume the obligations imposed by the legislation and any additional conditions of the grant. However, the grant will not go directly to that individual but to the organization which the individual represents. The organization must establish its non-profit status prior to the issuance of a grant award and accept the responsibility for the use of Federal funds.

5. **Question:** How should applications be submitted?

Answer: Applicants should submit the original application and *two* copies. The original should be signed by the individual authorized to act/sign for the organization and to assume the obligations imposed by the legislation and any additional conditions of the grant.

Applications should be submitted on Form PHS 5161-1 with the Table of Contents, Narrative

(not to exceed 50 double-space pages typed on one side of the paper), and Appendices on paper no larger than 8-1/2 x 11. All pages must be numbered. Applications should be either secured in the upper left corner (no staples) or attached with rubber bands. Applicants should **not** use covers, binders or tabs and should not include extraneous materials such as agency promotional brochures, slides, tapes, film clips, computer diskettes, etc. It is not feasible to use such items in the review process, and they will be discarded if included.

Applications delivered by the U.S. Postal Service, by a commercial carrier such as Federal Express, or hand-delivered must be submitted to: Grants Management Office, OPA, 4350 East-West Highway, Suite 200, Bethesda, MD 20814.

Applications sent by FAX will not be accepted.

6. **Question:** Are AFL Demonstration projects subject to Intergovernmental Review under Executive Order 12372?

Answer: Yes. Applicants should contact the State Single Point of Contact (SPOC) if the state in which services will be provided participates in this review process. The most current list of SPOCs, as well as a list of those states not participating, is included in this application kit. An applicant may comply with this requirement by submitting a copy of the application to the state SPOC in which the applicant is located at the same time the application is submitted to OAPP.

7. **Question:** Are there any other non-Federal reviews required for the Demonstration grant applications?

Answer: Yes. The Governor of the State in which services will be provided must be given 60 days to comment on the application. An applicant may comply with this requirement by submitting a copy of the application to the Governor of the State in which the applicant is located at the same time the application is submitted to OAPP. To inform the Governor's office of the reason for the submission, a copy of this notice should be attached to the application.

8. **Question:** What is the Catalog of Federal Domestic Assistance number?

Answer: All Federal domestic assistance programs are assigned an identifying number by the Office of Management and Budget. OAPP's number for AFL demonstration projects is 93.995. These numbers are used as a reference to available programs and are published in a complete catalog for easy access by any interested organizations or members of the public.

9. **Question:** Should the application narrative be submitted in a specific format?

Answer: Yes. A suggested outline is provided in the Program Narrative: General Guidance

section of this application kit. The 50 typed double-spaced page limitation, plus Appendices, all pages numbered, should be observed.

10. **Question:** How many years of funding may an applicant request?

Answer: Grants may be approved for project periods of up to five years. Grants are funded in annual increments (budget periods). Funding for all approved budget periods beyond the first year of the grant is contingent upon the availability of funds, satisfactory progress of the project, and adequate stewardship of Federal funds.

11. **Question:** What is a project period and a budget period?

Answer: The project period is the total time for which support of a project has been programmatically approved by OAPP. For budgetary and reporting purposes, funding is provided in annual increments called budget periods.

12. **Question:** Is there a limit to the amount of Federal participation in a project?

Answer: Under the terms of Title XX, Federal participation in an AFL demonstration project may not exceed 70 percent of the total cost of the project for the first and second years, 60 percent for the third year, 50 percent for the fourth year and 40 percent for the fifth and final year.

13. **Question:** May the limits of Federal participation be waived?

Answer: Yes. However, criteria for evaluating a request for a waiver of Federal participation requirements will not be known until final regulations for the program are published. It is anticipated that few if any waivers of the Federal participation requirements will be approved.

14. **Question:** What are the usual sources of matching or other non-Federal funds?

Answer: Matching funds may be obtained from State and local governments, donations, foundations and the documented valuation of in-kind contributions.

15. **Question:** What are in-kind contributions, and may they be used to meet the matching requirements?

Answer: In-kind contributions represent the value of non-cash contributions provided by the grantees or third parties and may be used to meet matching requirements. In-kind contributions may consist of charges for real property and nonexpendable personal property, and the value of goods and services directly benefiting and specifically identifiable to the grant-supported activity. All in-kind contributions must be fairly valued, fully documented and auditable.

- 16. Question:** May other Federal funds be used as matching funds?

Answer: Generally, no. However, some funds collected on a fee-for-service basis (i.e., Title XIX funds) may be used for matching provided the grantor agency approves it in advance. In some circumstances other Federal legislation authorizes the use of Federal funds for matching purposes, for example, Revenue Sharing.

- 17. Question:** Must Adolescent Family Life Prevention Demonstration projects charge fees for services?

Answer: Yes. Section 2004(c) of the Title XX statute states that AFL Demonstration project grantees "...shall charge fees for services pursuant to a fee schedule approved by the Secretary as part of the application described in sec. 2006..."

- 18. Question:** How are fees for services to be determined?

Answer: Fees for services are to be based on all reasonable direct and indirect costs incurred in the provision of the service.

- 19. Question:** Must full fees for services be charged to all clients?

Answer: No. The amount of a fee to be charged shall be adjusted on the basis of the ability of the eligible person to pay.

- 20. Question:** May an AFL Demonstration project deny services because of a client's inability to pay?

Answer: No. A grantee under this program may not, in any case, discriminate with regard to the provision of services to any individual because of the individual's inability to provide payment for such services, except that in determining the ability of an unemancipated minor to provide payment for services, the income of the family of an unemancipated minor shall be considered in determining the ability of such minor to make such payments unless the parents or guardian of the unemancipated minor refuse to make such payments.

- 21. Question:** Must a fee schedule be submitted with a grant application?

Answer: Yes. A description of the schedule of fees and the corresponding schedule of discounts must be provided in the application (see sec. 2006(a)(1 6) of the PHS Act). An example Fee Schedule is included in the application kit.

- 22. Question:** What happens to monies collected by projects as fees?

Answer: They are put back into the program, as mandated in the legislation.

23. Question: Does Title XX specifically exclude using OAPP grant funds for any activity?

- Answer:**
- A. Yes. Section 2004(b) prohibits the use of AFL grant funds for the provision of family planning services other than counseling and referral services unless appropriate family planning services are not otherwise available in the community. Note: Counseling and referral for family planning services are not permitted as part of a prevention program.
 - B. OAPP funds may not be used to supplant or substitute for costs currently funded from any other source.
 - C. Section 2011(a) prohibits projects from providing abortions, abortion counseling, or referral either directly or through subcontract and from advocating, promoting or encouraging abortion.
 - D. For a description of the allowability of specific costs, see Administration of Grants, Federal Regulations, Title 45, Part 74, Subpart O.

24. Question: What are indirect costs (IDC)?

Answer: Indirect costs are costs incurred by an organization that are not readily identifiable with a particular project or program but are nevertheless necessary to the operation of the organization and the performance of its programs. The costs of operating and maintaining facilities (utilities) and administrative salaries are examples of the types of costs that are usually treated as indirect costs.

25. Question: Are indirect costs allowable under this program?

Answer: Yes, provided that the applicant has a negotiated indirect cost (IDC) rate agreement with HHS or any other Federal agency, or, if not, the applicant submits a proposal to establish an indirect cost rate agreement no later than three months after the beginning date of the grant budget period. IDC proposals are submitted to the Division of Cost Allocation in the appropriate HHS Regional Office. Applicants which have a negotiated IDC rate should submit a copy of the agreement with the application.

26. Question: How detailed should the budget be?

- Answer:**
- A. In filling out Form 424A (budget information), applicants should be sure to complete Section B, Column 2 to include matching funds for

each budget line item and to indicate totals in Column 5.

- B. In addition, applicants should include, on a separate sheet, each personnel position, annual salary, percent of time of project, and total Federal funds requested.
- C. Applicants should also include a budget narrative which justifies each of the budget categories.

27. Question: How are the terms "network" and "linkage" defined?

Answer: A network or linkage exists when one agency, acting as an anchor or broker, contacts other agencies which provide for the delivery of services necessary to a comprehensive program and takes responsibility for assuring that all services are in place and delivered. A statewide network also may be created to link a diverse group of agencies at State and local levels.

28. Question: May referrals be counted as services? For example, if a program does not provide a particular service essential to the program, may it refer clients to another agency for this service?

Answer: Yes. However, it is not enough simply to make the referral or to call another agency and ask if it will provide the service. An acceptable referral process must include a mechanism for making referrals, a procedure for follow-up of referrals, and a method to evaluate the success of the process in terms of impact on client outcomes. Agreements with other service providers should be in writing.

29. Question: Does Title XX law require the project to involve a university or college in the performance of the independent evaluation?

Answer: Yes. However, the independent evaluation may be conducted through another entity with staff from a college or university involved in the monitoring and evaluation of the project. The entities to be involved in the evaluation must be identified, their roles clearly described and their capability documented in the proposal. Their role and willingness to participate in the project should be specified in the written agreement included in the proposal.

30. Question: May an applicant/grantee contract with an evaluator affiliated with a research organization rather than with a local college or university?

Answer: Yes. However, the applicant/grantee must still have a working relationship with someone from a college or university in the applicant's state who will serve as a consultant to the program.

31. **Question:** Is it possible to spend more for evaluation of the OAPP sponsored grant than the five percent limit cited in sec. 2006(25)(b)(1) of the law?

Answer: Yes. The five percent limitation applies to Title XX funds. A project may provide additional funds from other sources to carry out its evaluation plan. Under special circumstances OAPP may waive the five percent limitation.

32. **Question:** What is the latest date the grant awards can be issued?

Answer: Grant awards under this program announcement must be issued no later than September 30, 1999.

33. **Question:** Who will make the funding decisions?

Answer: Final grant award decisions will be made by the Deputy Assistant Secretary for Population Affairs, who will take into consideration a review by a multidisciplinary panel of independent reviewers in accordance with objective review criteria as stated in the program announcement.

34. **Question:** If a program receives technical assistance from OAPP during the application process, does this assistance give the applicant priority for funding?

Answer: No. An applicant who receives technical assistance from OAPP during the application process will not receive any special consideration for funding.

35. **Question:** Will OAPP extend the deadline for submission of applications?

Answer: No.

Frequently Asked Questions and Answers Concerning Curriculum Materials

Special Note: As a condition of the Notice of Grant Award AFL grantees are required to submit for review and approval informational, educational, curriculum materials and any printed materials proposed for development or use within the AFL project (i.e., curricula, text books, videos, tapes, posters, pamphlets, books, handouts, etc.). The review ensures that materials used in AFL programs are medically accurate, do not teach or promote religion, and do not violate the abortion restrictions. In the case of prevention grants funded in Fiscal Year 1997 or later, the materials are reviewed to ensure they are not inconsistent with the definition of abstinence education contained in the Welfare Reform Legislation ("Personal Responsibility and Work Opportunity Act of 1996," Public Law 104-193). For your convenience we have included a list of Curricula that have been reviewed and approved for use in AFL Prevention Projects.

1. **Question:** Must we use curriculum materials for the proposed project?

Answer: Under this announcement, applicants may propose to develop and test new and/or innovative approaches consisting of a variety of activities aimed at promoting and fostering abstinence among adolescents. These approaches may include health, educational, social, economic and recreational activities or combinations of all of these. Applicants may also propose to develop and test new educational curricula and materials, update and use existing educational materials or use combinations of these materials to implement their demonstration projects.

2. **Question:** Must we use a curriculum from the approved list?

Answer: You may use any curricula in your project as long as it meets certain requirements and receives approval from OAPP. It must promote abstinence and not be inconsistent with the definition of abstinence education as defined in the "Personal Responsibility and Work Opportunity Act of 1996," Public Law 104-193. It must be medically accurate, must not promote religion, and must not promote the use of contraception or abortion. A limited, neutral definition of abortion is permitted. However, a discussion of abortion is not appropriate.

If your curriculum is not on the approved AFL Curriculum List it may be disapproved or may not have been reviewed. If it has been disapproved, you will need to choose another curriculum. If it has not been reviewed, you should add about six weeks to your timetable for OAPP review and approval as well as an additional three weeks for your staff to make any required modifications to the curriculum.

3. **Question:** How much time should I incorporate for getting materials approved?

Answer: You should plan for an average of four weeks from the time OAPP receives the materials to the time you are notified of the material's status ("approved," "approved with modifications," or "disapproved"). If your materials are "approved with modifications," you should plan for extra time to make the required changes.

4. **Question:** Can I include the cost of curricula and educational materials in my grant?

Answer: Yes, you may include the cost of the materials as well as other costs associated with using a particular curriculum.

5. **Question:** Can I include the cost of staff training by the curriculum developers in my grant?

Answer: Yes, you may include the cost of the training in your budget. Many of the developers of the curricula have training available to assist programs in implementing their curriculum materials.

6. Question: Must I use only one curriculum?

Answer: You may use one or more curricula in your project. You may also use parts of several different curricula. However, all of the curricula materials must be reviewed and approved by OAPP prior to use in the funded project.

7. Question: Can we develop our own curriculum?

Answer: We encourage curriculum development. Often grantees find that there is no one curriculum that is perfect for their target population. If you are planning to develop a curriculum, you should include in your proposal a conceptual framework that takes into consideration the unique developmental needs of the adolescent. Your timetable should include important elements such as a development and curriculum layout, field testing, and revision of the curriculum. It is appropriate to include “educational specialist” positions in your budget. These specialists should be experienced in curriculum writing, curriculum layout, and health education. Your curriculum development plan should be consistent with your evaluation design.

8. Question: What curriculum and/or curriculum materials should I submit with my application?

Answer: You should identify the curriculum that you propose to use (title, author, publisher, publisher’s address, copyright date, and edition). Once funded, you will be required to provide your assigned OAPP Curriculum Specialist with a list of all curricula and materials that will be used in your project. Your OAPP Curriculum Specialist will let you know what materials you will need to submit for OAPP review. If funded, it is important that you have included in your budget the cost of a duplicate set of written materials that will be retained in the OAPP files. This does not apply to videos.

PROGRAM NARRATIVE

General Guidance for Adolescent Family Life Prevention Demonstration Applications, FY 1999 **Abstinence Education Projects**

The Office of Adolescent Pregnancy Programs requests that applicants present the narrative portion of the application in the order listed below, not to exceed 50 pages, double spaced, typed on one side of the page only. All pages must be numbered. Additional materials may be appended as noted below. References are to Title XX of the Public Health Service Act, the legislation governing the program.

- I One-page summary of the proposed demonstration project including:
 - A. Statement indicating that this is a prevention demonstration and whether application is for a local or statewide project.
 - B. Type of organization applying (school, state agency, voluntary agency, etc.).
 - C. Geographic area to be served (urban, rural, suburban).
 - D. Description of target population to be served.
 - E. Statement of the program intervention.
 - F. Brief description of the proposed project.
- II Complete description of the applicant organization, including its decision making authority and structure (e.g., relationship to Board of Directors), its resources, experience, existing program units and/or those to be established if funding is obtained. This description should cover personnel, time and facilities and should contain evidence of the organization's capacity to provide the rapid and effective use of resources needed to conduct the project, collect necessary data and evaluate it.
- III Rationale for use of the proposed approach based upon previous practice, review of the literature and/or evaluation findings.
- IV Description of the geographic area to be served. Document the incidence of adolescent pregnancy, and describe economic conditions, income levels, existing services and unmet needs in the proposed service area (sec. 2006(a)(1-4)).
- V Description of program objectives, with a clear statement of results or benefits expected, and consistent with Title XX and with abstinence education as defined in the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996," P.L. 104-193.

- VI Detailed description of the demonstration model to be developed and implemented.
- A. Description of program, including how applicant will provide services that help pre-adolescents and young adolescents acquire knowledge and skills that will instill healthy attitudes and encourage and support abstinence from sexual activity.
 - B. Description, if applicable, of how the applicant will add prevention services to supplement existing adolescent health education programs or health service programs in a school or other community setting.
 - C. Description of how the applicant will provide, directly or by referral, any one or more prevention services (sec. 2006(a)(5)(13)) and justification of how any service(s) in addition to educational services relating to family life and problems associated with adolescent premarital sexual relations will support or promote the educational component.
 - D. Description of target group to be served, client recruitment methods and selection criteria.
 - E. Description of how, as appropriate, the project will be coordinated, integrated and linked to existing services within the service area (sec. 2006(a)(6)).
 - F. Description of how the applicant will, as appropriate, involve families, voluntary associations, religious and charitable organizations and other groups in the private sector (sec. 2006(a)(21)(A) and (13)).
- VII A workplan and timetable which spans at least three years of program implementation, in addition to a year long work plan and timetable.
- VIII Estimates of numbers and types of clients expected to be served during the first year, e.g., for prevention projects: preadolescents, male and female; adolescents, male and female; parents, teachers, etc.
- IX Summary of the views of public agencies, providers of services and the general public in the geographical area to be served (sec. 2006(a)(9)).
- X Applicant's plan regarding continuation of services at the termination of this Federal funding.
- XI Evaluation Plan (sec. 2006(a)(8) and (25); (b)(1)(2)(3)).

Detailed description of the evaluation design including:

- A. Description of program intervention(s) and/or process(es) to be tested.
- B. Theory upon which program intervention is based.
- C. Proposed questions/hypotheses the evaluation will address.
- A. Instruments - Include information on reliability and validity of instruments. If new instruments are being designed, describe how reliability and validity will be assessed.
- B. Sampling plan (recruitment of respondents) and data collection schedule.

- C. Data analysis plan, including statistical tests.
- D. Comparison/control group recruitment strategies.
- E. Description of how the evaluation will fit in with the program, particularly how data will be used for mid-course corrections and ongoing program improvements.
- I. Statement of how the evaluator will ensure confidentiality of the data.
- J. Qualitative methods in addition to quantitative methods are encouraged. Describe any qualitative methodology planned and how it will be integrated with the required quantitative design. If qualitative methods are being used, include a copy of the interview schedule or a description of how data will be collected.

APPENDICES TO NARRATIVE

Applicants should include the following information as appendices to the narrative portion of the application:

- A. Articles of Incorporation and Mission Statement for private nonprofit organizations.
- B. Resumes of key staff and/or position descriptions.
- C. Description of how the project will obtain parental consent for services.
- D. Letters of commitment and/or support from other service providers. NOTE: If an applicant proposes to add prevention services to supplement an existing program in a school or other community setting, a letter from an authorized official from the existing program confirming specific terms of the collaboration should be included.
- E. Evidence of working arrangements with an evaluator affiliated with a college or university located in the applicant's State. The entities to be involved in the evaluation must be identified, their willingness to participate documented, their role(s) described and their capability documented by attached curriculum vitae.
- F. Copy of Table of Contents of proposed curriculum, plus list of any other instructional materials that will be an integral part of the proposed project.

ADDITIONAL REQUIREMENTS

In addition to the requirements for the contents of an application, applicants for grants under the Title XX Adolescent Family Life demonstration grant program must meet the following requirements:

1. Requirements for Review of an Application by the Governor

Section 2006(e) of Title XX of the Public Health Service Act requires that each applicant shall provide the Governor of the State in which services will be provided a copy of each application submitted to the Secretary for a grant for a demonstration project for services under this Title. The Governor has 60 days from the closing date in which to provide comments to the applicant.

An applicant may comply with this requirement by submitting a copy of the application to the Governor of the State in which the applicant will provide services at the same time the application is submitted to OAPP. To inform the Governor's office of the reason for the submission, a copy of this notice should be attached to the application.

The applicant must provide a copy of the comments or verification that there were no comments to the Grants Management Office, OPA, 4350 East-West Highway, Suite 200, Bethesda, MD 20814.

2. Review Under Executive Order 12372

Applications under this announcement are subject to the review requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) as implemented by 45 CFR Part 100 (Intergovernmental Review of DHHS Programs and Activities) which established a process for consulting with State and local elected officials on proposed Federal financial assistance. To obtain information regarding the State review process, applicants should contact the State Single Point of Contact (SPOC) for the state in which services will be provided. The application kit contains the most current listing of the State SPOCs.

An applicant may comply with this requirement by submitting a copy of the application to the State SPOC in which the applicant will provide services at the same time the application is submitted to OAPP. To inform the State SPOC of the reason for the submission, a copy of this notice should be attached to the application.

The applicant is required to provide a copy of the comments or verification that there were no comments to the Grants Management Office, OPA, 4350 East-West Highway, Suite 200, Bethesda, MD 20814.

3. Additional Material

Private nonprofit agencies applying for a grant should include in the appendices a copy of their Articles of Incorporation (By-Laws) and Mission Statement.

4. OAPP Annual Grantee's Meeting

Applicants should include a line item amount for the project director and evaluator to attend a two-day workshop which is sponsored by the Office of Adolescent Pregnancy Programs (OAPP).

ASSURANCES REQUIRED BY TITLE XX. PUBLIC HEALTH SERVICE ACT

If funded under Title XX, I provide assurance that:

1. the program will have an ongoing quality assurance program;
2. the program will, where appropriate, have a system for maintaining the confidentiality of patient records in accordance with regulations promulgated by the Secretary;
3. the program will demonstrate its financial responsibility by use of such accounting procedures and other requirements as may be prescribed by the Secretary;
4. the program will have a contractual or other arrangement with the agency of the State (in which the applicant provides services) that administers or supervises the administration of a State Plan approved under Title XIX of the Social Security Act for the payment of all or part of the applicant's costs in providing health services to persons who are eligible for medical assistance under such a State Plan, or will make every reasonable effort to enter into such an arrangement;
5. the program will make, and will continue to make, every reasonable effort to collect appropriate reimbursement for its costs in providing health services to persons who are entitled to benefits under Title V of the Social Security Act, to medical assistance under a State Plan approved under Title XIX of such an Act, or to assistance for medical expenses under any other public assistance program or private health insurance program;
6. the program will make, and continue to make, every reasonable effort to collect appropriate reimbursement for its costs in providing services to persons entitled to services under Parts B and E of Title IV and Title XX of the Social Security Act;
7. the program will make, and will continue to make, every reasonable effort to secure from eligible persons payment for services in accordance with a schedule of fees established for the program;
8. the program will make, and continue to make, every reasonable effort to collect reimbursement for health or other services provided to persons who are entitled to have payment made on their behalf for such services under any Federal or other government program or private insurance program;
9. the program will make, and will continue to make, every reasonable effort to seek reimbursement on the basis of the full amount of fees for services without application of any discount;
10. the program will submit to the Secretary such reports as the Secretary may require to

determine compliance with assurances 7-9;

11. the program will make maximum use of funds available under Title X of the Public Health Service Act;
12. the acceptance by any individual of family planning services or family planning information (including educational materials) provided through financial assistance under this Title shall be voluntary and shall not be a prerequisite to eligibility for or receipt of any other services furnished by the applicant;
13. fees collected by the program for services rendered in accordance with this Title shall be used by the program to further the purposes of this Title;
14. the program, if providing both prevention and care services, will not exclude and/or discriminate against any adolescent who receives prevention services and subsequently requires care services as a pregnant adolescent;
15. except as noted below, the program will notify the parents or guardians of any unemancipated minor requesting services from the program and, except as noted below, will obtain the permission of such parents or guardians with respect to the provision of such services and, in the case of a pregnant unemancipated minor requesting services from the program, will notify the parents or guardians within a reasonable period of time;

Exceptions to parent/guardian notification

The program will not notify or request the permission of parent or guardian of any unemancipated minor without the consent of the minor (1) when the minor is solely requesting pregnancy testing or treatment for venereal disease, (2) when the minor is the victim of incest involving a parent, (3) if an adult sibling of the minor or an adult aunt, uncle, or grandparent who is related to the minor by blood certifies to the grantee that notification of the parents or guardians of such minor would result in physical injury to such minor, and (4) if such parents or guardians are attempting to compel such minor to have an abortion;

16. the program will emphasize, primarily, services to adolescents 17 years of age and under who are not able to obtain needed assistance through other means;
17. funds received under this Title shall supplement and not supplant funds received from any other Federal, State or local program or any private sources of funds;
18. the program will conduct evaluations of the effectiveness of services supported under this Title in accordance with the terms indicated in Section 2006(b) of Title XX of the PHS Act; and

19. the program will comply with the requirements stated in Section 2011 (a) of Title XX of the PHS Act.

Acceptance is hereby indicated by the applicant of all assurances above.

_____	Signature
Date	Title

Form approved 6/24/83
OMB #7-0116

OMB STATE SINGLE POINT OF CONTACT LISTING*
March 5, 1999

Arizona

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Arkansas

Mr. Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and
Administration
1515 W. 7th St., Room 412
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California

Grants Coordinator
Office of Planning and Research/State
Clearinghouse
1400 Tenth Street, Room 121
Sacramento, California 95814
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Delaware

Francine Booth
State Single Point of Contact
Executive Department, Office of the Budget
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District of Columbia

Charles Nichols
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Florida

Cherie L. Trainor
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(202) 395-9068.

* In accordance with Executive Order #12372,
"Intergovernmental Review of Federal
Programs," this listing represents the designated
State Single Points of Contact. The jurisdictions
not listed no longer participate in the process
***BUT GRANT APPLICANTS ARE STILL
ELIGIBLE TO APPLY FOR THE GRANT
EVEN IF YOUR STATE, TERRITORY,
COMMONWEALTH, ETC. DOES NOT
HAVE A "STATE SINGLE POINT OF
CONTACT." JURISDICTIONS WITHOUT
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INCLUDE: Alabama; Alaska; American Samoa;
Colorado; Connecticut; Kansas; Hawaii; Idaho;
Louisiana; Massachusetts; Minnesota; Montana;
Nebraska; New Jersey; Ohio; Oklahoma;
Oregon; Palau; Pennsylvania; South Dakota;
Tennessee; Vermont; Virginia; and Washington.

This list is based on the most current information
provided by the States. Information on any
changes or apparent errors should be provided to
the Office of Management and Budget and the
State in question. Changes to the list will only be
made upon formal notification by the State. Also,
this listing is published biannually in the
Catalogue of Federal Domestic Assistance.

SAMPLE Sliding Fee Scale

Gross Annual Income	Number of Family Members					
	2	3	4	5	6	7
under \$15,000						
\$15,000	\$1					
\$16,000	\$5					
\$17,000	\$10	\$1				
\$18,000	\$15	\$5	\$1			
\$19,000	\$20	\$10	\$5	\$1		
\$20,000	\$30	\$15	\$10	\$5	\$1	
\$21,000	\$40	\$20	\$15	\$10	\$5	\$1
\$22,000	\$50	\$30	\$20	\$15	\$10	\$5
\$23,000	\$60	\$40	\$30	\$20	\$15	\$10
\$24,000	\$70	\$50	\$40	\$30	\$20	\$15
\$25,000	\$80	\$60	\$50	\$40	\$30	\$20
\$26,000	\$90	\$70	\$60	\$50	\$40	\$30
\$27,000	\$100	\$80	\$70	\$60	\$50	\$40
\$28,000	\$110	\$90	\$80	\$70	\$60	\$50
\$29,000	\$120	\$100	\$90	\$80	\$70	\$60
\$30,000	\$130	\$110	\$100	\$90	\$80	\$70
over \$30,000	\$140	\$120	\$110	\$100	\$90	\$80

No one will be denied service due to the inability to pay.

AFL Approved Curricula List

The curricula on this list have been reviewed using the abstinence definition as set forth in the "Personal Responsibility and Work Opportunity Act of 1996," Public Law 104-193. Some of these curricula are approved with required modifications and/or guidance. If you choose to use one of the curricula on this list and have been funded by OAPP, you will be provided in writing instructions for making modifications and/or guidance to follow when using the curriculum. You are not required to choose a curriculum that is on this list. However, any curriculum and materials used in your AFL project must be reviewed and approved by OAPP prior to use.

Abstinence Curricula

Baby Think It Over Program (Doll, Student Handbook, Operating Instructions, Video, and Birth Information Index Cards)

Publisher: Baby Think It Over, Inc.
2709 Mondovi Road, Eau Claire, WI 54701
Phone: (800) 830-1416 Fax: (715) 830-2050
Web Site: www.btio.com

Abstract: The *Baby Think It Over* infant simulator is designed to replicate the sleeping, waking and feeding patterns of a young infant. The life-like doll weighs six and a half pounds and contains a programmable electronic device which causes the simulator to cry at semi-random intervals. It is intended to help young adults simulate the experience of parenting a newborn. This simulated parenting experience is the integral core of the *Baby Think It Over* Program. Although most of the program's customers are teachers and counselors in junior-high and high school, the infant simulator is also used in hospitals, psychiatric offices, youth shelters, clinics, etc. It is typically sold only to licensed professionals. The producers of this simulator advocate its use within the context of a structured curriculum.

Best Friends (Program Guide & Student Journal)

Author: Elayne Bennett
Copyright: Revised Edition, 1997
Publisher: The Best Friends Foundation
4455 Connecticut Avenue, NW, Suite 310
Washington, DC 20008
Phone: Information Packets (202) 237-8156
Contact Person: Ann Hingston (202) 237-8861

Abstract: This curriculum is for girls ages 12-19. *Best Friends* is a youth development and character building program for adolescent girls that fosters self-respect through self-restraint. *Best Friends* celebrates the joys of adolescence free from drugs and alcohol and the complications of sexual activity. Girls enter *Best Friends* at their school in the fifth or sixth grade and continue the *Best*

Friends Curriculum until high school graduation. Each year, each girl receives at least 110 hours of guidance and activities. The curriculum covers issues such as love and dating, self-respect, decision-making, alcohol abuse, drug abuse, physical fitness and nutrition, AIDS & STDs. The program uses a variety of teaching mediums - group discussions, role model presentations, mentoring, fitness and nutrition classes, special events and community service, and an annual recognition ceremony. Please note: The fee to be a "Best Friends School Site" can be incorporated into the AFL project budget.

Choosing the Best (Leader's Guide, Student Manual, Videos)

Copyright: 1995
Author: Bruce Cook
Publisher: Project Reality
P.O. Box 97
Golf, IL 60029-0097
Phone: (708) 729-5053

Abstract: *Choosing the Best* provides a values-based, abstinence-focus on sex education. Through a variety of videos, real-life case studies, role-plays and small group directed discussions, 8th and 9th grade students benefit from a "self-discovery" learning environment. It gives teens the information and training they need to discover by themselves that abstinence until marriage is their best choice.

Families United To Prevent Teen Pregnancy

Copyright: Revised 1998
Publisher: Rosalie Manor, Inc.
4803 West Burleigh Street
Milwaukee, WI 53210
Phone: (414) 449-2868 Fax: (414) 449-2870
Contact Person: Marty Kerrigan

Abstract: This curriculum promotes abstinence until marriage. By promoting abstinence, the program attempts to alleviate the negative consequences of teenage sexual activity, such as teenage pregnancy, STDs, school dropout, as well as emotional and other consequences. Being free from the life conflicts of a sexual relationship, teens are then free to concentrate on developmental tasks, schooling, planning their future. The curriculum takes a developmental approach that looks at the total human being and recognizes the importance of family. Trained teen mentors are paired with high-risk youth. In a group setting they act as role models and reinforce key curriculum messages. Topics covered by the curriculum are: Group Building, Goal Setting, Self-Esteem, Values, Decision Making, Risk Taking, Communication Skills, Relationships and Sexuality, Anatomy and Adolescent Development, Sexually Transmitted Diseases, Social Skills, Nutrition, and Home Safety. Parents are involved through homework assignments. Notes: This curriculum was developed working with high risk, inner city children. It is innovative and sensitive as it deals with the issue of abstinence until marriage.

Growing Up Caring: Exploring Values and Decision Making

Copyright: 1990
Publisher: GLENCO
Macmillan/McGraw-Hill Education Division
3008 W. Willow Knolls Drive
Peoria, IL 61615

Abstract: This curriculum was developed for use in schools committed to helping adolescents strengthen their self-esteem, develop inner self-control, and seek relationships based on fidelity, commitment and responsibility. It offers a total school approach to the prevention of adolescent sexual activity and pregnancy. It takes a values-based approach to adolescent sexuality. The program aims to: strengthen the self-esteem of young people, lay out the consequences of early sexual activity and pregnancy, help teens develop caring relationships without being used or using others, and explore life goals and objectives that could be seriously affected in the event of a pregnancy during their school years.

I'm in Charge of the FACTS

Copyright: Revised 1998
Publisher: Northwest Family Services
4805 NE Glisan Street
Portland, OR 97213
Phone: (503) 215-6377 Fax: (503) 215-6940
NOTE: Be sure that you order the version that was revised for OAPP.

Abstract: This curriculum is a value-based education program developed with AFL funds. It includes a variety of teaching materials that cover a wide-range of topics, e.g., decision-making, peer pressure, emotional maturity, refusal skills, building friendships, growth and development, dating standards, family communication, HIV/AIDS and STDs, and a drug and alcohol component. Each component has 14 sessions with accompanying materials for parents. The curriculum consists of the following components as well as buttons, flyers, and public service announcement scripts: FACTS Jr. High Curriculum (14 lessons, handouts, overheads and parent express letters); I'm in Charge of the FACTS (Jr. High Handbook); FACTS Senior High Curriculum (14 lessons, handouts, overheads and parent express letters); FACTS and Reasons (Senior High Handbook); Facts Parent-Teen Workshop (4 lessons, activities, and overheads); and How To Teach The FACTS of Life (Parent Handbook).

Into Adolescence: Choosing Abstinence (Leader's Guide, Student Workbook)

Copyright: 1989
Author: Dale Zevin
Publisher: ETR Associates
PO Box 1830
Santa Cruz, CA 95065
Phone: (800) 321-4407 Fax: (800) 435-8433
Web Site: www.etr.org

Abstract: This curriculum provides educators with a series seven lessons that challenge students in the 5th to 8th grade to take personal responsibility for their health and future by choosing abstinence. It covers the following topics: demonstrating affection, identifying uncomfortable situations, analyzing consequences, communication skills, refusal skills, support systems, and enhancing self-esteem.

Managing Pressures Before Marriage: An Educational Series for Young/Preteens (Leader's Guides, Parent's Guides and Videos)

Publisher: Adolescent Center for Reproductive Health/Grady Health System
Box 26158, 80 Butler Street, SE
Atlanta, GA 30335
Phone: (404) 616-3531 Fax: (404) 616-2457

Abstract: The *Managing Pressures Before Marriage Series* (Preteen and Young Teen) is based on the *Postponing Sexual Involvement Series*. Changes have been made to make it consistent with the Definition of Abstinence as defined in the "Personal Responsibility and Work Opportunity Act of 1996," Public Law 104-193.

The Preteen curriculum helps preteens in elementary or middle school (5th and 6th grades) think about, discuss, and practice the use of information that will help them manage their emerging sexual feelings and, as they grow older, resist social and peer pressures to become sexually involved outside the context of marriage. The aim is to assist preteens in developing healthy attitudes about sexuality by giving them guidance in handling their curiosity and help in understanding the inappropriateness of sexual experimentation as a way to meet needs for information. The Teacher's Handbook is 127 pages, Video is 27 minutes.

The Young Teen curriculum is designed to help youth in junior high or middle school develop skills to resist pressures to become sexually involved outside of the context of marriage. It presents information regarding the general nature of relationships and sources of societal pressure influencing sexual behavior. Through a combination of activities and guided discussions, young people are helped to understand that it is in their best interest to wait before having sex, allowing themselves to become self-sufficient, mature and ready for marriage. It enables youth to set limits on physically expressing affection within relationships, as well as to learn an practice assertiveness skills that they can use to say "no" when faced with problem situations. The Teacher's Handbook is 172 pages, Video is 34 minutes.

Reasonable Reasons To Wait: The Keys To Character - Teacher's Manual

Copyright: 1997
Author: Maureen Gallagher Duran
Publisher: A Choice In Education
15100 General Stevens Court
Chantilly, VA 20151
Phone: (703) 263-1102

Abstract: The program teaches sexual abstinence based on the four fundamental virtues - prudence, justice, temperance, and courage/fortitude. It provides a positive peer environment and challenges adolescents to have high expectations. The lessons encourage adolescents to exercise self-control, make prudent decisions, and to have the courage of their convictions.

Reasonable Reasons To Wait is a directive, values based curriculum comprised of eight units with a total of fifteen 50-minute lessons. It is written for use with students in the 9th through 12th grades. The curriculum includes a Parent/Teacher Manual, Parent Manual, and Student Manual. A Peer Mentor Program can be implemented with the teens that have completed the eight units of the curriculum. The Peer Mentors act as role models to show that abstaining from sexual activity is attainable.

Some of the topics covered include adolescent development (intellectual, social, physical, and moral); advantages of adolescent premarital abstinence; the consequences of teenage sexual activity; values and decision-making; STDs including AIDS; coping with peer pressure; refusal skills; avoidance of harmful risk-taking behavior such as use of drugs and alcohol; human development; relationships - dating, marriage, and parenthood.

Sex Can Wait: Upper Elementary School Curriculum

Author: Michael Young, Ph.D.

Publisher: ETR Associates

PO Box 1830

Santa Cruz, CA 95065

Phone: (800) 321-4407 Fax: (800) 435-8433

Web Site: www.etr.org

Questions should be directed to Lance Sprague (800) 321-4407 x 204

Note: Be sure to specify that you are an AFL grantee and need the version of the curriculum that has been modified to comply with abstinence education as defined in section 510(b)(2) of title V of the Social Security Act, as amended by section 912 of the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996" Public Law 104-193.

Abstract: This five-week sexuality education program is designed to promote sexual abstinence as the best choice that preteens can make. The activities in this abstinence-based program are designed to teach students life skills that can help them to act in their own best interests. This curriculum builds students' factual understanding and self-knowledge, as well as necessary refusal skills, before they become sexually active. It contains teaching goals and objectives, lesson overviews, background information, detailed teaching scripts, take-home parent materials, and transparency masters. Homework assignments keep family members involved and foster meaningful communication.

Sex Can Wait: Middle School Curriculum

Author: Michael Young, Ph.D.

Publisher: ETR Associates

PO Box 1830

Santa Cruz, CA 95065

Phone: (800) 321-4407 Fax: (800) 435-8433

Web Site: www.etr.org

Questions should be directed to Lance Sprague (800) 321-4407 x 204

Note: Be sure to specify that you are an AFL grantee and need the version of the curriculum that has been modified to comply with abstinence education as defined in section 510(b)(2) of title V of the Social Security Act, as amended by section 912 of the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996" Public Law 104-193.

Abstract: This five-week sexuality education program is designed to promote sexual abstinence as the best choice that preteens can make. The activities in this abstinence-based program are designed to teach students life skills that can help them to act in their own best interests. The curriculum is divided into three general areas: Knowing Myself, Relating to Others, and Planning My Future. The curriculum acknowledges that parents are the most significant role models in the lives of their children and the revisions to this version promote abstinence in the context of marriage.

Abstinence Pick and Choose Activities

Copyright: 1996

Author: Michael Young, Ph.D.

Publisher: ETR Associates

PO Box 1830

Santa Cruz, CA 95065

Phone: (800) 321-4407 Fax: (800) 435-8433

Web Site: www.etr.org

Abstract: This manual provides teachers with 13 activities they can use to promote sexual abstinence as a viable option for adolescents. The activities focus on self-esteem, interpersonal relationships, decision-making skills and life planning. It includes background information, step-by-step procedures, and student activity sheets. This is a companion piece to the Sex Can Wait Curriculum Series.

Supplemental Life Skills Curricula

(These curricula can be used to supplement the main abstinence education curriculum.)

Assertive and Responsible Teens Project Curriculum and Lesson Plans

Copyright: 1997
Publisher: Services United for Mothers and Adolescents, Inc., (SUMA)
821 Ezzard Charles Drive
Cincinnati, OH 45203
Phone: (513) 721-7862
Contact Person: Kina Plummer

Abstract: This is a 96-hour curriculum presenting abstinence education after exploration and understanding of self and personal values. The core services provided by this program include: organized neighborhood prevention networks, youth development strategies for the identification and building of self, family, and community values, culturally relevant abstinence education, personal care and hygiene prevention education, and graduation ceremony with linkage to ongoing activities with the program.

Broader Horizons: A Boys & Girls Clubs of America Career Exploration Program

Publisher: Boys & Girls Clubs of America
1230 West Peachtree Street, N.W.
Atlanta, GA 30309-3447
Phone: (404) 815-5762 Fax: (404) 815-5789
Web Site: www.bgca.org

Abstract: This career exploration curriculum consists of a Club Director's Guide, Program Coordinator's Guide, Small Group Activities Guide, and Special Events and Resources. The program goals are (1.) to encourage participants to develop career interests and understanding of their strengths and skills through self-awareness exercises; and (2.) to motivate participants to learn about the process of preparing for the world of work and maintaining employment in a career of interest to them. Broader Horizons is one of a series of Career Exploration Programs that exposes young people to the many work options available to them. Members are taken where the action is: the campuses of local universities, colleges and vocational schools and the inside of businesses and corporations. These field trips are not walk-through tours, but in-depth educational experiences that provide youth with the opportunity to explore the site, discover training requirements and job opportunities.

Botvin's Life Skill Training Curriculum (Student Guides, Leader's Manual, 15 min. Audio Tape)

Copyright: 1997
Publisher: Princeton Health Press, Inc.
Princeton, NJ

Abstract: This training program was developed by Dr. Botvin to provide an organized way for middle school and junior high students to learn important life skills. It has been found that students

who receive assistance in preparing for the challenges of life, e.g., smoking, drinking, and taking drugs are less likely to do so. The student guides are given to each participant and the leader's manuals assist the facilitator in presenting the program.

Brothers to Brother II

Copyright: 1996
Publisher: Wake County Human Services
PO Box 46833
Raleigh, NC 27620
Phone: (919) 250-4400
Contact Person: Julia Smith

Abstract: The Brothers to Brothers Activity and Resource Guide is a tool designed to assist young male adolescents between the ages of 9 and 14 in personal development and responsible decision-making skills. The primary goal of the program is to promote abstinent behavior and to delay the occurrence of first-time fatherhood. It consists of nine lessons.

Discovery: A Leadership Program for Girls and Women

Copyright: 1997
Publisher: Girls Inc. of Metro Denver
3444 W. Colfax Avenue
Denver, CO 80204
Phone: (303) 893-4363

Abstract: This is a thirteen-week program with one session per week. One overnight or weekend retreat is included in the 13 sessions. The curriculum consists of orientation for the adult partners, team building exercises, examining the concept of leadership and planning a community action project. The sessions are activity based with "energizers" that are physical exercise and game-like to keep the participants energized. The majority of the activities are complete in the curriculum. Demonstrating and understanding leadership and its qualities are the hallmark of this curriculum with major emphasis on women in different positions throughout history and how their leadership improved the quality of life for others.

The Four Conditions of Self-Esteem: A New Approach for Elementary and Middle Schools

Copyright 1992
Publisher ETR Associates
PO Box 1830
Santa Cruz, CA 95065
Phone: (800) 321-4407 Fax: (800) 435-8433
Web Site: www.etr.org

Abstract: This curriculum is for use with grades K-8. It provides in depth explanations of the four conditions of self-esteem: connectiveness, uniqueness, power, and models. It shows specific ways

to evaluate students' levels of self-esteem. Classroom activities enhance and maintain self-esteem within specific content areas. It also includes guidelines for designing your own activities based on self-esteem principles.

Middle School FAST (Families & Schools Together) (Program Manual)

Author: Lynn McDonald
Publisher: Alliance for Children and Families
11700 West Lake Park Drive
Milwaukee, WI 53224
Phone: (800) 221-3726 Fax: (414) 359-1074
Contact Person: Linda Wheeler (Email: Lwheeler@alliance1.org)

Abstract: The FAST program is for middle school students and their parents. The purpose of the program is to facilitate success for the youth in the home, school, and community environments. The program focuses on building a collaborative relationship between parents and their middle school student. Strategies in the FAST program include peer groups for the youth (14 weeks) and grouping of the families for evening sessions (10 weeks). The goals of the program include facilitation of communication between youth and the primary caretaker parent, increase of parental competence and confidence in monitoring the youth's behavior, increase cohesion in the youth's family unit, and building formal and informal support networks for the parent. An advisement comes with the curriculum: "FAST is a process...of empowering parents, educating families, and breaking stereotypes. The manual is a supplement to the FAST clinical training program. Certified FAST trainers are available to come to your community to provide consultation as you embark on a FAST group. Without the training, the approach will not have its designed effect."

Positive Life Choices – Health: 10 Wise Ways to Stop and Think (Teacher's Manual and Student Workbook)

Copyright: 1998
Author: Patricia Gorman Barry, Ph.D., RN
Publisher: Positive Life Choices
1760 Lafayette Street
Denver, CO 80218
Phone: (303) 837-9484 Fax: (303) 837-1691

Abstract: This curriculum is designed for students in the 6th-12th Grades. It teaches youth critical thinking and problem solving skills - the foundation for responsible decision-making. This curriculum is based on the philosophy that poor decision-making and thinking deficits go hand-in-hand. The absence of higher brain thinking contributes to impulsive, non-thinking reactions that are the hallmarks of risk behaviors. The curriculum is 80 hours. The 30-hour core curriculum is supplemented by 40-50 hours of re-enforcement modules that appear to be critical to students' long-term retention and successful use of critical thinking skills. The core curriculum covers identification of problems and emotions, clarification of problems, choices and their consequences, and verbal and non-verbal communication techniques. The reinforcement lessons focus on school and career in regard to understanding rules, goal setting, active listening, and using thinking skills to stay in school.

The social-skills component deals with management of conflict, stress, anger, and responding to peer and social pressures. The Positive Life Choices curriculum can be used effectively in an abstinence education program by focusing the decision-making activities on the choice to choose abstinence and the consequences of sexual activity.

Preparing Youth to Excel in the Workplace

Copyright: 1995
Publisher: Boys & Girls Clubs of Omaha - Success Prep
2200 N. 20th Street
Omaha, NE 68110
Phone: (402) 342-5135

Abstract: The purpose of this curriculum is to prepare adolescents to excel in the workplace. It is based on the premise that adolescents are not well prepared to hold a job. They often have poor work habits, negative attitudes, lack of self-discipline, and no sense of the value of money. The curriculum is designed to be motivational, educational and to provide the teens with the skills necessary to become good workers. It is flexible and can be used as an after-school program or as daily sessions for unemployed youth.

Street SMART (Skills Mastery And Resistance Training)

Copyright: 1997
Publisher: Boys & Girls Clubs of America
1230 West Peachtree Street, N.W.
Atlanta, GA 30309-3447
Phone: (404) 815-5762 FAX: (404) 815-5789
Web Site: www.BGCA.org

Abstract: The goal of this curriculum packet is to start a chapter of the “Torch Club.” Members of the “Torch Club” go through the 12 lessons and then plan a community event. The curriculum’s goal is to help the club members examine gangs and determine that they are in fact very dangerous. It incorporates into it gang resistance skills. The community event promotes gang awareness and resistance. Topics covered are: What is a Gang?, What are the Signs of Gangs?, What is the Allure of Gangs?, How Gangs Recruit?, What are Gangs Doing in My Community?, The Consequences of Gang Membership, What Laws Pertain to Gangs and Delinquency?, How to Resist Gangs and Survival Skills.

APPLICATION CHECKLIST

The following items must be included in the Adolescent Family Life Demonstration grant application package submitted to the Office of Adolescent Pregnancy Programs. Items marked with an * appear in the checklist on page 25 of the Application Form PHS 5161-1; they are included here for guidance in assembling the material in a consistent sequence.

ITEM	YES
* Original copy of a dated application with an original signature (not a duplicated copy) of an official with the authority to commit the applicant organization to the terms and conditions of a grant, if a grant is awarded	
Two additional copies of the application	
Table of contents with identifying sections and numbered <u>pages</u>	
Material assembled in the following recommended order:	
* Application forms	
* Budget justification	
Explanation of the sources of required matching contributions	
Description of fee schedule and schedule of discounts	
Required Assurances signed by the official who signs the application; refer to Title XX legislation, sec. 2006(a)(10-15), 16(A)(B)(C), 17-20, 22(A)(B)(C), 23,24	
* Assurances - Non Construction Programs (Standard Form 424B (4-88), signed by the official who signs the application	
* Certifications regarding 1) Debarment and Suspension, 2) Drug-Free Workplace Requirements, 3) Lobbying, 4) Program Fraud Civil Remedies Act (PFCRA), and 5) Environmental Tobacco Smoke signed by the official who signs the application	
Disclosure of Lobbying Activities, if applicable	
Proof of eligibility to receive a grant (evidence of nonprofit status)	
* Evidence of submission to the SPOC and to the Governor	
Project Narrative in order suggested in Enclosure 4	

Appendices	
Articles of Incorporation and Mission Statement for private nonprofit organizations	
* Resumes of key staff and/or position descriptions	
Description of how the project will obtain parental consent for services	
Letters of commitment and/or support from other services providers	
Letter of commitment from an evaluator affiliated with a college or university located in the applicant's state	
Table of Contents of proposed curriculum, plus list of any other instructional materials that will be an integral part of the proposed project	
Confirmation of Application Receipt on back cover (Applicant should complete and return with Original Application)	

Confirmation of Application Receipt ABSTINENCE EDUCATION PROJECTS

This Section to be Completed by Applicant:

Name of Project Director:

Telephone:

Name of Contact Person if different from Project Director:

Telephone:

Applicant Organization (name and address):

Department (if applicable):

FOR OFFICE USE ONLY

Your application was received on this date:

Your Application Number is: _____

Please refer to this number in future inquiries, correspondence, etc.